



## Swallowfield primary School Development Plan 2025-28 Support, Inspire, Nurture, Achieve



**Mission Statement:** We will provide a safe, inclusive and stimulating environment where every child builds the confidence to become a lifelong learner.

Swallowfield Primary is ambitious in providing inspirational, inclusive and innovative learning to children in a fun and engaging environment. We seek to create self-confident and respectful pupils, who live their values, are proud of themselves, their school and their wider community. Our three-year School Development Plan contains our priorities for ongoing improvement so that we continue to provide the best possible education and experience for every child. Each year the school leadership (staff and Governors) identify areas within the school to work on in order to meet this ambition. These priorities inform our work across the curriculum and throughout the school day.

### Ofsted Report- July 2025- Areas for Development

- The school's approach to teaching writing does not help some pupils to develop their handwriting and use of spelling, punctuation and grammar as well as they could. This means that pupils' written work sometimes lacks fluency, or they do not express their ideas as effectively as they might. The school should ensure that all teachers support pupils effectively to produce high-quality writing.*
- The school has not ensured that teachers check carefully enough what pupils know or the quality of work they produce in some foundation subjects. Consequently, some teaching is not adjusted to ensure that pupils acquire the knowledge that they need. Some pupils do not understand how to improve the quality of their work. The school should ensure that teachers use their checks on learning effectively to adapt and inform future teaching, so that pupils learn well and are helped to produce high-quality writing in all subjects.*

Inclusion	Curriculum and Teaching (Ofsted Focus)	Achievement (Ofsted Focus)	Attendance and Behaviour	Personal Development & Wellbeing	Early Years	Leadership and Governance
-To continue to improve and sustain outcomes for disadvantaged	-To strengthen assessment and feedback in foundation subjects	- To improve outcomes, we want to develop and enhance our	-Consistent implementation of our Behaviour Policy- Ready,	-Further develop the curriculum learning journey to ensure it is diverse,	-Continue to develop the outdoor learning environment area	-To evaluate the leadership structure with the potential to change

<p>pupils (SEND, PP, LAC) by further developing staff expertise in delivering high-quality teaching and targeted support that meets their specific learning needs.</p> <p>- To audit the potential SEND provision that will be required in the school year and further.</p>	<p><i>so that teachers check pupils' knowledge and the quality of their work effectively, adapt teaching to address gaps, and support all pupils in producing high-quality writing across the curriculum.</i></p> <p>-To enhance provision and progression in all foundation subjects by continuing to extend the use of our Insight system.</p> <p>-To enhance the continuous provision in year one by providing additional weather protection</p>	<p><i>writing strategy across the school. This will include a whole-school, joined-up approach that covers handwriting, spelling, punctuation, grammar, and wider writing composition.</i></p>	<p>Respectful, Safe for positive behaviour across the school and to support an ethos of aspiration and high personal expectations</p> <p>-To organise and promote activities and games at lunchtime for all pupils across the school to diversify children's interests.</p>	<p>culturally sensitive and inclusive for all learners</p> <p>-Key areas around the school to be restructured to promote personal development and wellbeing. School playground to be refreshed</p> <p>-To develop the outside area for the year six pupils so that a designated area is available just for the older children.</p>	<p>with a focus on zoning each area in relation to the Early Years Curriculum</p>	<p>individuals' responsibilities</p> <p>-Become a more environmentally aware and sustainable school</p> <p>-To assess whether the full potential of the schools' assets is being utilised.</p> <p>- As the governing body continues to grow and evolve, develop individual skills and understanding of governing body role.</p>
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